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ABSTRACT

This guide is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in programs to prepare teenagers for parenthood or for child care careers. This volume presents one of two programs for training future leaders of the Salvation Army Corps Cadets (ages 12 to 18). The program aims at increasing participants' self-awareness and providing learning experiences in child growth and development as they relate to Christian commitment and responsibility. It consists of two components: (1) six group sessions on the following topics: physical, intellectual, social-emotional and spiritual development of children, and ways of learning about oneself and about children; and (2) at least six fieldsite observations of local child care programs. This manual offers detailed descriptions of procedures for program implementation and lesson plans for the six group sessions. Use is made of readings, discussions, films, recordings and posters. Appendices include lists of resource materials and organizations, as well as suggestions on selecting teachers and on arranging fieldsite experience. (BF)

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EVERY CHILD MATTERS

Leader's Guide



PS 009502

PREPARED BY THE SALVATION ARMY

in conjunction with

DEMONSTRATION IN EDUCATION FOR PARENTHOOD PROJECT

sponsored by

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Office of Child Development

Grant OCD-CB 463

Lt. Colonel Edith A. MacLachlan, Project Officer

* * * * *

Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* * * * *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

Education for Parenthood Project

EVERY CHILD MATTERS

The following curriculum proposal was developed in the Central Territory with the help of Patricia Robb Bennett who was guided by an advisory committee. It was then tested in three corps sites.

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and Site Leaders

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WHY IS EDUCATION FOR PARENTHOOD IMPORTANT?

A 1975 NEWSWEEK cover story posed the absorbing question, "Who's Raising the Kids?" The article begins:

This year, six million Americans will take a step that will significantly change their own lives and profoundly affect the next generation: they will have children. How they raise these youngsters will have a greater impact on American society than the way they vote, the technologies they produce, the wars they wage or the art they create. (Woodward, 1975: 48.)

The article further estimates that 2.5 million of the total six million will become parents for the first time.

In light of such knowledge, it is alarming to consider that preparation for the vital task of parenthood is characteristically limited to a hasty glance at the child-rearing articles in popular magazines, or at best, a quick reading of the latest child care paperback; this, usually undertaken when the first baby is due, or even later, in the form of "on-the-job" training. As Alvin Toffler suggests in Future Shock, "Despite the increasing complexity of the task, parenthood remains the single preserve of the amateur." (Toffler, 1970: 207-8.)

Are the concerns expressed in the foregoing limited to social and behavioral scientists and popular writers? One only need to listen to young parents to know that the pressures and frustrations they feel are very real, indeed. In one study of young parents, for example, LeMasters states that in interviews with couples who had wanted a baby, he was impressed with the frequency of the comment, "We didn't know what we were getting into." He goes on to say, ". . . the actual process of becoming parents had posed problems and stresses they had not anticipated." (LeMasters, 1974: 11.) If this is the case for those for whom having a child was a conscious decision, it is not difficult to imagine the anxiety and pressures created by an unplanned child.

Further evidence of the need for parenthood education is indicated by the following developments occurring in a society which often claims to be child-centered, and of which it is sometimes said that the youth cult is in complete control:

-- In the U.S., there is now one divorce for nearly every two marriages and this rate is rising rapidly among families. (Woodward, 1975: 48.) Further, the divorce rate for those married in their teens is three to four times higher than for any other age group. (Kruger, 1973: 4.)

-- Child battering is a major cause of death in children today. It has been estimated that for every case of reported child abuse, 100 cases remain undetected. (Smart and Smart, 1973: 25.)

And, from the 1970 White House Conference on Children we learn:

-- The infant mortality rate in the United States is higher than in 12 other developed nations.

-- Half of the children under age 15 in the U.S., and 90 percent of those under age five have never been to a dentist.

-- Each year in the U.S., between 100,000 and 200,000 babies born are mentally retarded. Some of these are the result of factors which might have been avoidable.

Of these problems, Stanley Kruger, Special Projects Director with the Office of Education, states:

Of course, other factors than deficiencies in parenting skills, (poverty, particularly), play a role in producing these figures. Nevertheless, each represents a problem area which could be alleviated by increased parental competencies, developed through improved parenthood education. (Kruger, 1973: 5.)

In the past, parenthood education has sometimes been offered at the high school and junior high levels, usually through departments of home economics. Because these courses had their origin in what some regard as a woman's field, a significant number of students, particularly boys, failed to enroll. For example, in 1972-1973, of the 20 million students enrolled in grades seven to 12, less than 500,000 received intensive training in child care or parenthood education through departments of home economics, and only 61,000 of these were boys. (Brown, 1975: Interview with Stanley Kruger.) Any parenthood education program which fails to reach a significant number of potential parents is in need of careful reevaluation.

II. PURPOSE

Participation by corps cadets in Education for Parenthood is consistent with the purpose of the total corps cadet program, that is, "the development of mature Christians who have the potential for future usefulness in The Salvation Army." (Lowcock, 1974: 1.) The need for adequate preparation for parenthood has reached crisis proportions in our nation. In light of this, the task of education for Christian parenthood has special significance for those who are potential parents and also for those parents and nonparents who will accept positions of Christian leadership within the community of faith. Much of what one learns in a course on preparation for parenthood has important implications within the broader issues of Christian stewardship. The Corps Cadet Education for Parenthood Project is based on the conviction that:

. . . Christian leadership is essentially a spiritual ministry, a form of parenting, based on the ability of the leader to establish caring-helping relationships with other persons through the vehicle of particular programs and/or services for the purpose of leading them to Jesus Christ and nurturing them in the Christian faith. (Lowcock, 1975: 1.)

Just as important as the above considerations, however, is the recognition that young people of corps cadet age (12-18) have very special developmental needs which, unfortunately, are not often acknowledged, much less adequately dealt with by most of society's institutions. To meet the adolescents' current developmental needs, it is important that they be allowed free expression of their feelings, their deeply felt concerns and questions and, painful as it might be to us adults, their doubts. A parenthood education program, to be successful, must relate to the here and now -- it must make the most of the adolescents' present situation. It may be argued that this has little to do with preparation for parenthood. Based upon experience with youth, there are those who would disagree with that view. Donald J. Cohen, Yale University professor of pediatrics and psychiatry, gives some helpful guidelines:

Adolescents who are not parents do not need a program that implicitly or explicitly only prepares them for a role they may not choose. They do need educational opportunities that help them with the feelings, concerns and impulses that dominate their lives at the moment. By helping them grow as people today, schools will be doing much to lay the groundwork for their future healthy involvement in society, as parents and active citizens. (Cohen, 1973: 28.)

Our dual purpose then, is to offer an opportunity for personal growth through increased self-awareness and to provide learning experiences

in child growth and development as these relate to Christian commitment and responsibility.

No one course, however well-conceived and executed, will sufficiently prepare young people for the difficult task of parenting, nor will one course adequately deal with all of the important issues in child development. At best, such a course may only serve as an introduction to the notion that parenting is a task which cannot be taken lightly and that our relationships with infants and young children are too important to be entered into without careful consideration of developmental needs. Indeed, if young people can be encouraged to begin to give serious thought to these issues, the program could be considered an unqualified success. It is important that all who are involved in the program thus remain realistic in their expectations.

In addition to the broader purposes and goals of the program, there are also practical aspects of such a course of study. One worthwhile by-product of the program could be an increased awareness of future career opportunities for men and women in child development, education, medicine, administration, etc., or in each of these areas as they relate to Salvation Army officership. For those young people interested or already involved in babysitting, the knowledge gained through participation in the course will be immediately useful. Additionally, day-care centers and preschools are often in need of part-time help, e.g., aides, custodial and housekeeping helpers, and full-time summer help to accommodate expanded summer enrollment of school-aged youngsters. The competition for such jobs is often high, and directors are anxious to hire young people who have had some experience with children. Preschool program directors would undoubtedly give priority consideration to applicants who had participated in a learning experience which combined a study of child development with practical work with children. While it is not the goal of EFP to prepare young people for part-time employment, this could be one result. The experience may have other benefits which are not easily predicted.

III. PROCEDURE

The following will focus on suggested procedure, including:

the major learning components,
use of the curriculum,
the preliminary meeting,
corps cadet participation,
resource material,
meeting room,
fieldsite experience.

Learning Components

The Corps Cadet Education for Parenthood Project consists of two major learning components:

1. Group Sessions

A series of six sessions of one to one and a half hours length. These are designed to be used consecutively or selectively, by topic. The sessions may be scheduled for a six-week course with one session per week, or on a monthly basis with one session per month, or on some other plan; depending upon the interests of the group.

2. Planned Observation—Fieldsite

A series of at least six visits to a local child care-program (to be arranged in advance) for the purpose of observing and recording the behavior of young children.

It is expected that each of these major components will provide reciprocal learning experiences which will be of great value to the other. Each component is essential for adequate understanding of young children. The importance of both components cannot be overemphasized. Suggested procedure for each of these will be outlined in greater detail.

Use of the Curriculum

It would be unwise for anyone to expect that (s)he knows enough about any one group of people (e.g., adolescents, young children, parents) to adequately plan a curriculum which would meet all, or even most of that group's needs. At best, one can only develop a program of a general nature with the hope that it will sufficiently inspire those who teach it to relate the program to the specific needs of the group as well as the needs of individuals within that group. Indeed, the task of being a good teacher (parent, etc.) would be much easier if all young people grew at the same rate and had iden-

tical needs. Those who have worked with even small groups of children know this is simply not the case. For this reason, many of the areas of study and activities suggested are intended only as guidelines for the teacher's use. Unless the program relates to the needs of each person who participates in it, its value is limited. Feel free to tap your own creativity and that of the students as well! Don't be afraid to try new ideas yourself and just as important, encourage the corps cadets to express themselves and act on their feelings about what will be most meaningful for them.

Preliminary Meeting

In order to establish continuity of content within the six sessions, and as a means for assessing the interests of the group, a preliminary meeting should be planned. The purpose would be to describe the nature of the course and to explain the fieldsite activity requirement. Ideally, the pre-course meeting should be scheduled two weeks in advance of the first session so that partners can be chosen (see Fieldsite Experience, p. 8) and partners can be thinking and preparing for the course. They could then make the first of their fieldsite visits before the first session--a visit limited to meeting the director and staff and seeing what a day care center is like. If the day care center agrees, another alternative would be to take the entire EFP group to the fieldsite(s) when the children's program is not in session so that the corps cadets will know the location of the fieldsite. This would also provide opportunities for you and/or the director to point out specific features of the physical setting which the participants might not otherwise notice, e.g., arrangement of playroom into "areas of interest," equipment in good supply and easily available to the children.

Whether the preliminary meeting takes place at the corps or at the fieldsite, the participants do need this opportunity to ask questions about course expectations.

Corps Cadet Participation

It is recognized that the age-range of corps cadets is wide, but the maturity levels of young people are much more varied than indicated by age alone. Even if one were to limit participation to those corps cadets in the last year of the Level Two lessons, the variation in readiness would still be considerable. Participation, then, should not necessarily be open to all who desire to take it, if this means there will be persons in class who are not truly interested in the issues to be discussed. The EFP teacher and the corps officer will need to assess individual capacity for involvement.

Some sex differences in readiness should be expected in that there may be a greater number of younger girls than boys of the same age who elect to participate. Conceivably there may be young people in the corps who are recent corps cadet graduates, or who, for any number of reasons, have never become corps cadets. The need for parenthood education is by no means limited to corps cadets. If the program would be of benefit to other young Salvationists, consider including them in the project. The corps cadets may find value in views different from their own, and vice versa.

The following criteria may be useful in determining readiness for the project:

For some boys or girls, who are having difficulty in moving ahead developmentally, the close involvement with preschool children may stir up uncomfortable feelings of giving in to childish impulses. For others there may be anxieties related to their current tasks in separating from parents or dealing with siblings. And for other adolescents, group discussions about development and feelings, even though specifically related to preschool children, may arouse troubled feelings related to their own fear of exposing their private concerns to others. (Cohen, 1973: 29.)

Resource Material

The curriculum makes use of selected films, posters, recordings, and booklets from the EXPLORING CHILDHOOD series, developed by the Educational Development Center, Cambridge, Massachusetts (see page 44a). The teachers will note that for some of the student booklets there is an accompanying teacher's guide (TG). This is intended for use in exploring areas not specifically contained in the curriculum. Feel free to use the supplemental materials or any other resources with which you are familiar in any way which meets the needs of your group.

The appendix contains a suggested reading list including theoretical and practical works. It is not expected that the teacher would have read all of the books, but it should be noted that helpful material is readily available. Certain titles (*) are designated as material written at a level most teenagers can understand and enjoy--these can be recommended if the participants ask for suggestions. Several other titles (**) are especially recommended for teachers seeking background material in child development.

Meeting Room

Most corps buildings do not have the luxury of a special meeting area for corps cadets. However, some consideration should be given to the physical setting for the project. Corps officers and other leaders will be well aware of the ways in which a physical setting helps to set the tone and establish a mood for a meeting. For the EFP project, the setting needs to be as informal as possible. Sitting in chairs around a table with a blackboard at one end will not be conducive to informality and freedom. If at all possible, a small room should be used and if it can be accomplished with a minimum of discomfort, participants and teacher should sit on the floor on small rugs or pillows. The next best alternative would be to use chairs informally arranged. Likely, the room cannot be devoted to this purpose alone, but it can have the appearance of being created just for the teenagers. This may require putting the posters up and setting up the resource library for each EFP session (the participants will feel more involved if they can take responsibility for some of these tasks) so that any notion of this being a haphazard, and thus unimportant program can be avoided.

Neither the corps officer, with his strenuous schedule, nor the EFP teacher need to feel compelled to prepare the meeting room by themselves. If you enlist the help of the participants themselves, explaining that they are free, within limits, to prepare a place to be used by the group, their enthusiasm may enable them to gather furnishings and equipment which the adults might have overlooked. The meeting room could develop into a mini drop-in center for the corps cadets--a concept which may have great value long after the course is completed.

If none of these ideas seems feasible, someone in the corps might be willing to allow use of a family room for the sessions.

Although even the best physical setting will not ensure group cohesion and cooperation, giving careful thought to this matter can have a positive effect. Conversely, if participants sense a lack of advanced planning, it will be difficult to convince them of the importance of the program content.

Fieldsite Experience

Part One

Each corps cadet will choose a partner from among the project participants with whom (s)he will observe children at the preschool level for the duration of the program. (Note: If the group total is an uneven number, there may be one group of three, but this should be avoided, if possible.) A day-care center or preschool is recommended as the best means for learning about child behavior and development (see corps officer material, p. 53) because of the extended opportunities for observing children in free play. In the event a corps program is used, special care must be taken to avoid "personalizing" discussions. This could result in strained relationships within the corps and would defeat the purpose of the EFP project.

Although the fieldsite(s) will be arranged in advance, and a sign-up sheet prepared to control the number of observers at any one time, the corps cadets should be encouraged to arrange their own transportation.

The suggestion of partners for this activity has several purposes:

- 1) Visiting a fieldsite will be for most of the corps cadets, a foreign experience for them. They will be encountering many new people, ideas, experiences, and feelings which will likely produce some anxiety. Sharing this with a peer may lessen the apprehension.
- 2) Testing one's ideas by means of learning to give and accept honest feedback, and doing this "one-on-one" before speaking in the larger group, will help to build self-confidence.
- 3) Seeing that two people may view the same situation in different ways, and learning that this is acceptable, will help to develop an awareness of other points of view and thus add to self-understanding.

Unfortunately, students are often skeptical of the value and knowledge gained from nonparticipant observations and they may resist "standing

back to just watch." It is much more fun playing with the children. It is enjoyable to be with young children and the materials they are encouraged to manipulate, e.g., clay, water, paint, etc., are attractive to us adults as well as to preschoolers. The teacher may need, to be, and should not hesitate to be quite firm with the participants in stressing the critical importance of observation as a tool for gaining insight into a child's behavior, abilities, likes and dislikes.

If at any point you feel the participants are not ready for the techniques suggested in the curriculum, you may find it helpful to "back up" and introduce less complex observing activities. The corps cadets could practice these techniques through role playing, or the teacher may refer to the teacher's guide, Working with Children, pp. 39-43 for additional ideas.

For each of the sessions, the procedure should be as follows: the partners will agree to observe two particular children throughout the project. Each may choose one child, or they may prefer to choose two children who would provide comparative data, e.g., boy--girl, passive child--aggressive child, two-year-old--three-year-old, etc. (Note: One important reason for observing two children throughout is that if one of the two is absent during the corps cadets' visit, they can still record data for one child.)

The partners need not take notes the entire time they are in the center--in fact, to do so would be tedious and counter productive. They should be able to record sufficient data for each child in a five to 10 minute segment. They must agree, however, to observe the same child for the same time segment. For example, they might agree to observe "Jeff" for the first five or ten minutes after they arrive, and "Susi" for the next five or ten minutes. Or they may decide to begin their note-taking on the basis of a particular incident or activity in which the child is engaged. Any combination agreeable to the two participants is acceptable.

The participants need to be reminded that while they are observing and recording behavior, they must remain quiet and unobtrusive. If they wish to engage in activities with the children the remaining part of the time, that is fine (if it has been prearranged with the director and staff), but during the observations, they must not be actively involved with the group. (Note: In situations in which observations take place in an observation booth, some revision of directions needs to be made. However, it must be stressed that even in a booth, participants must not discuss their data until they can do this in private. They should not engage in any conversation within the booth since it is likely that others in the booth are in a learning situation and must not be disturbed.) Although it is stressed in the student handout, you will need to consistently remind the corps cadets that their written record must remain strictly confidential. Under no circumstances should they speak to a parent or anyone outside the staff and those involved with EFP about any child's behavior.

All of the observations should be written in the journals. The partners should not discuss their observations while they are taking notes. Each entry should begin with the date, time, and setting of the observation. Although it will take time and practice, encourage participants to distinguish between facts and interpretations. One simple way to do this would be to have them divide the paper into two columns and record only what hap-

pened in one column and fill in interpretations later.

As soon as possible after the fieldsite activity but not in the center with the children present, the partners should discuss their findings. They should be encouraged to note similarities and differences in their records--there are no "right" or "wrong" answers--the purpose is to see how another person reacted to the same situation.

Part Two

Another part of the fieldsite activity may be used if you feel the individual participants are ready for it, and if the fieldsite director is agreeable. It involves planning an activity for the children at the fieldsite (or a small group therein) or for any group of young children and should be considered for the last one or two fieldsite visits. If planned for the fieldsite, the director may have requirements which should be expressed to the corps cadets. At the minimum, plans need to be discussed with the director in advance; these may need to be written lesson plans. These issues will have to be clarified with the director before the program begins.

The activity planned by the corps cadets need not be significantly different from what the children have done before. In fact, there is value in repeating activities. Planning the activity will offer an opportunity to provide an experience for the children within a setting in which supportive adults are readily available. The booklet, Doing Things, suggests many useful ideas. Although this experience will not occur until the end of the fieldsite sessions, call it to the attention of the participants early in the course so that they may plan ahead.

While one of the partners directs an activity, the other should observe and take notes of the interaction, again separating factual from interpretive data. When each has presented his activity, he should discuss it with his partner. The observer should state three positive and three negative (in the sense of constructive criticism) responses to the situation. For example, "You were really good with Jimmy when he seemed to be feeling so shy" (positive), and "The group was too crowded on one side of the table--Mark and David might not have started to fight if they hadn't been in each other's way" (negative). Note: The objective here is not to be critical of one's peer, but to give honest feedback about how one person saw the situation as an "onlooker" who had the luxury of time to reflect on it. This involves learning about children, but there will be gains in self-understanding as well. Hopefully, the partners will feel free enough to also discuss their responses to the feedback itself; e.g., "Am I able to objectively view my strengths and weaknesses and feel good about myself because of them?" The corps cadets will need to be well prepared for this aspect of the project, particularly as it relates to learning how to give feedback about actions rather than negative comments about the person. You will need to stress the importance of each limiting himself to three positive and three negative statements--no more, no less. They will then be more likely to focus on the more compelling features of the interaction and avoid on the one hand, being too negative or on the other hand, failing to see anything worthy of constructive criticism.

Relative to the fieldsite, some consideration should be given to the relationship of the EFP project to the day care center (or other type of fieldsite) staff. Depending upon their own understanding and commitment to the aims of parenthood education, there is no way to predict accurately the input which can be expected from the staff. Some will be enthusiastic and anxious to provide whatever help they can. They would be excellent resources for your entire EFP program. Others, for lack of time or for other reasons may not be able to provide any help beyond allowing the use of their center for observation. In either case, these feelings must be respected. There will need to be considerable clarification on your part relative to what the corps cadets may or may not do in the center and you will need to be explicit with the corps cadets in these matters. It will be up to you to check consistently with the fieldsite director to determine what adjustments, if any, need to be made.

If it is convenient, the director and staff might be invited to view the films and material being used (possibly at the same time that the films are being previewed for use). Child development staff are usually quite interested in such materials and this may be one way to "repay" them for the valuable help they will be providing.

CURRICULUM

OVERVIEW

Keep in mind that there are three basic requirements:

1. Attendance at six group sessions,
2. Keeping the Journal--observation records, class notes, handouts on various topics, activity assignments,
3. The Fieldsite visits.

Each group session will include a passage or verse of Scripture which has been suggested as a theme for the session topic. This may be read at the beginning of each session and/or used in a brief devotional period to be planned by the teacher. There will be activities under the heading, Group Activities. These will include suggestions for in class experiences. Some of these are basic to the goals and purposes of the project. Others, designated as optional, may be used as the teacher feels they relate to group needs and as time permits. It is by no means mandatory that every activity be used--to do so would likely take more time than is advisable. It is the teacher who will make selections based upon student need and interest.

All group activities are listed in appropriate sequence to provide a balance between:

- active participation through discussion and "exercises",
- listening and reflection.

This sequence may be altered in any way the teacher sees fit.

Group activities will be followed by Optional Activities Outside of Class. These are intended to serve as a guide to the teacher relative to ways in which participants can build on the session topics--either as individuals or in groups. The teacher may wish to specifically suggest these if it is felt that more out-of-class involvement is needed, or the participants themselves may initiate their own activities based upon their own interests.

EVERY CHILD MATTERS

EVERYBODY MATTERS

SESSION ONE

Ways of Learning About Ourselves Ways of Learning About Children

BIBLICAL THEME

When one of the scribes asked which was the greatest commandment, Jesus said, "The first is: 'Hear, O Israel: The Lord our God, the Lord is one; and you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength.' The second is this, 'You shall love your neighbor as yourself.' There is no other commandment greater than these." (Mark 12: 19-31, RSV.)

OBJECTIVES

1. To introduce the group members to each other, even though they are already acquainted.
2. To introduce the course of study--purpose, biblical theme, etc.
3. To explore the ways in which participants will learn about themselves and about children.

OVERVIEW OF SESSION ONE

Sharing of biblical theme and session topic

Activities

Time:*

1. Introductions	20 min.
2. Poster: "What Is a Child?"	5 min.
3. Explanation of EFP Project	10 min.
Handouts: Tips: Working With Children	
Fieldsite Experience	5 min.
4. Introduction of Biblical Theme	5 min.
5. Film: "Helping Is. . ."	12 min.
Discussion	4 min.
6. Booklet: "I Am Loveable and Capable"	<u>2 min.</u>
	63 min.

* The time given is based on the experience of pilot project testing and is intended only as a guide.

MATERIALS NEEDED

Journals--one for each participant (Consider using loose leaf so this can serve also as a scrapbook for handouts, etc.).

"What Is a Child?"--photo essay (poster).

Booklets: I Am Loveable and Capable--one for each participant.

Movie projector.

Movie screen.

Film: "Helping Is. . . "

EXPLORING CHILDHOOD Booklet: Getting Involved.

Watch, clock, or timer.

Bibles: King James and other translations, e.g., RSV, New English, etc.

Blackboard, chalk or poster (see Activity 4).

Handouts for participants: "Tips: Working With Children" (EFP-1) "Fieldsite Experience" (EFP-2).

ADVANCED PREPARATION REQUIRED

1. Read entire course and become familiar with EXPLORING CHILDHOOD materials. Begin to make selections relative to which of the materials you wish to use.
2. Run off copies of the student handouts (EFP-1 & EFP-2, Part IV following page 57).
3. Affix poster, "What is a Child?" to the wall.
4. Prepare sign-up sheet for observation periods at the fieldsite.
5. Read carefully each of the supplementary materials to be used in Session One.
6. Thread movie projector; set up screen.
7. Finalize arrangements for the fieldsite and answer any questions the staff may have. If possible, invite the director and/or staff to preview the film and EXPLORING CHILDHOOD materials at the same time you do this.

GROUP ACTIVITIES: SESSION ONEMaterials
Needed1. Introductions

The following is a group work technique which can be used when the participants do not know one another as well as in those situations in which they are good friends. It may help to stimulate thinking about one another in new ways.

Watch,
clock or
timer

Have the group pair off in any way you wish. To avoid painful "choosing" you may ask them to divide by two's in the order in which they are seated, or any other way so that the burden of pairing is on you, the teacher. Explain to the group that they will be allowed two timed segments of three minutes each. In the first segment, one of the pair (call him A) talks about himself. The partner (B) may ask questions, but the topic must focus on A. Even though they may know each other well, suggest that A try to discuss some things that B might not know about him. You may want to suggest some examples: e.g., hobbies, interests outside of school and The Salvation Army, what I like/dislike about school, aspirations about what I'll be doing when I graduate, etc., stressing that these are only examples. They should try to keep the conversation going the full three minutes. Each of the pairs will be engaging in this conversation simultaneously, so you need sufficient room for them to pair off without interfering with other pairs.

The second time segment is reversed, with the partner (B) sharing his interests, etc. At the end of the two segments, each person will then introduce his/her partner to the group, trying to recall the major points. It will be important to advise the participants to listen carefully to their partner so that they will be able to share the information with the group. If some would feel more comfortable jotting down some key words to remember, this is acceptable.

2. Poster: "What Is a Child?"

The poster should be placed on the wall prior to the first session, whether or not you plan a specific activity with it so that participants can begin looking at it and thinking about it.

Poster:
"What Is a
Child?"

The teacher may want to use any of the activities suggested in Working with Children (TG), pp. 14-16, or select one of the images to discuss as outlined on p. 16 of the same resource.

EXPLORING
CHILDHOOD
Booklet:
Working With
Children (TG)

3. Explanation of EFP Project

Distribute handout explaining the fieldsite experience

and the Getting Involved booklet.

Journals

In laying the "ground rules" for use of the journals, explain that it is expected that at the end of the course, the journal will contain all of the notes and information which will be personally useful to each participant. Refer to pp. 1-14 of Getting Involved for directions to participants on use of the journal.

The journal will consist of at least three sections:

- 1) The participant's personal observations, reactions, ideas, questions, and responses to journal "exercises" throughout the course. This section is for the participant's own use and will not be shared with anyone EXCEPT AS THE PARTICIPANT DESIRES.
- 2) Records of observations of children. These may be shared with the teacher or others in the group if feedback is desired.
- 3) Materials provided by curriculum planners and/or other resource material acquired by teacher and/or participant.

NOTE: Although the uses of the journal in this curriculum are slightly different from that suggested in EXPLORING CHILDHOOD, consult pp. 17-21 of Working With Children (TG) for journal activities you may want to use.

Planned Observation and Peer Feedback

Hopefully, either through the preliminary meeting or by means of some other method of preplanning the corps cadets will be at least generally aware of this aspect of the project.

Read the fieldsite handout (EFP-1) with the group and respond to any questions they have relative to their fieldsite assignment. Refer to the curriculum pages 8-11, "Fieldsite Experience" for further assistance in interpretation.

Have various participants read the Tips . . . handout (EFP-2) and discuss.

4. Introduction of Biblical Theme

Mark 12:28-34: The Greatest Commandments

Have one of the participants (arranged in advance) read this passage from King James translation. On a blackboard, or prepared on large newsprint if you prefer, write the second greatest commandment, "Thou shalt love thy neighbor as thyself." (Mark 12:31.) Ask others to read various translations of the

EXPLORING
CHILDHOOD
booklets:
Getting In-
involved,
Working With
Children
Handouts:
EFP 1 & 2

Bibles
Blackboard
Chalk

same verse.

Encourage the group to explore what meaning this may have for them. Suggested discussion questions and issues:

- What, specifically, is the will of God for our lives according to this passage? What importance does Jesus give to this commandment? (Verses 29-31--these are the greatest commandments.)

- What is the relationship of the second commandment to the first? (Example: Obedience to God must be demonstrated in concrete relationships with our neighbor.)

- Who is our neighbor? (Discussion of the parable of the Good Samaritan--our neighbor includes even our "enemy.")

- The commandment has two important parts: Love my neighbor and as myself. It does not expect of us that we love our neighbor better than myself, but as myself. What might it mean to love oneself? Is this selfish? How might we differentiate between loving self and self-centered behavior? Do you think this verse suggests that God supports our struggles to understand and feel good about ourselves? (Allow a "free flow" of discussion on these issues.)

5. Film: "Helping Is . . ." (Color, 12 min.)

Show the film and discuss.

Suggested issues:

- What are some different ways we can help children?
- Are there some ways which would be easier for you to try than others? Why or why not?

Projector
Film
Screen
Working with
Children (TG)

For discussion ideas and suggested activities, see EXPLORING CHILDHOOD booklet, Working with Children (TG), pp. 84-88.

6. Booklet: "I Am Loveable and Capable"

Distribute the booklets. You may use this as a group experience, having the participants read them together and then discussing relative to their own experience. Refer to pp. 30-31 of the booklet for ideas for use as a group.

Booklet: "I
Am Loveable
and Capable"

Or, you may have the corps cadets take these home. The content is somewhat self-motivating and the participants will likely discuss it among themselves. In this case, you have the option of using it as a group activity, of allowing the students to stay after the session to discuss, or of suggesting it as an activity to be used outside of class.

NOTE: Before dismissing, answer any questions the group may have. Summarize any areas which may be confusing to the participants. Remind them of the resource library for their use.

OPTIONAL ACTIVITIES--OUTSIDE OF CLASSPoster, Collage, or Mural: "Love thy neighbor as thyself"

Begin collecting magazine photographs which represent some aspect of developmental needs, e.g., the need for self-esteem through successful relationships with adults and children; the need for physical activity which builds large muscles, enhances eye-hand coordination, develops small muscle coordination, etc.; the need to manipulate objects within the environment. These could be gathered for the purpose of preparing a collage, poster, or mural illustrating the theme: "Love thy neighbor as thyself." The participants may want to work on it together outside of class as a reflection of the knowledge and insight gained in the project. Perhaps they could present it to the corps for use in the building.

EVERY CHILD MATTERS

THE WHOLE CHILD MATTERS

SESSION TWO

Concept of the "Whole Child"

BIBLICAL THEME

"And thou shalt love the Lord thy God with all thy heart and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment." (Mark 12:30.)

OBJECTIVES

1. To focus on the concept of the "whole child"--the interaction of each area of development with the others.
2. To encourage a feeling of competence in working with children.
3. To provide opportunities through out-of-class activity to focus on physical development and how it relates to the growth of the "whole child."

OVERVIEW OF SESSION TWO

Sharing of biblical theme and session topic

<u>Activities:</u>	<u>Time:</u>
1. Film: "Little Blocks"	8 min.
Discussion	4 min.
2. Discipline	10 min.
3. Recording: "Getting Involved-- Helping Skills"	20 min.
4. Experiment: "The Squares Exercise"	20 min.
5. Assignment for Panel Discussion	10 min.
Distribution of Reading Materials	72 min.

MATERIALS NEEDED

Movie projector

Movie screen

Film: "Little Blocks"

EXPLORING CHILDHOOD Booklets: "What About Discipline?"

Record player

EXPLORING CHILDHOOD Recording: "Helping Skills"

EXPLORING CHILDHOOD Booklet: Working with Children (TG)

EXPLORING CHILDHOOD Student Booklets: Children's Art (also poster)

Child's Play

How the World Works

ADVANCED PREPARATION REQUIRED

1. Affix poster "What Is a Child?" to the wall (for review).
2. Thread movie projector; set up screen.
3. Review the supplementary materials to determine which will be used--decide which activities on the recording will be used.
4. Prepare cardboard squares for "The Squares Exercise" (Activity 4).
5. Prepare sign-up sheet for observation periods at the fieldsite.

GROUP ACTIVITIES: SESSION TWO1. Film: "Little Blocks" (Color, 8 min.)

Materials
Needed
 Projector
 Film
 Screen

Show the film and discuss.

Suggested issues:

- How do you think the student felt when he was rejected? How would you have felt in the same situation?
- Were the student's peers sympathetic? How do you think their response made him feel?
- What may have been the cause for the child's change in behavior?

Encourage participants to share some of their fieldsite experiences.

2. Group Activity: Discipline (Optional)

EXPLORING
 CHILDHOOD
 Student book-
 lets: What
About Disci-
pline?

The previous activity and/or the fieldsite experiences may have stimulated questions in the participants' minds relative to how to discipline. Although this will be considered in greater detail in Sessions Four and Five, the corps cadets may find it useful to think about it at this point.

Distribute the student booklets, What About Discipline? The teacher should select appropriate activities from among those listed in the teacher's guide. It will be most effectively used if the teacher chooses issues which have been expressed as an area of concern to the participants. It is not necessary to attempt to deal with all issues in the booklet as there will be time in other sessions to devote to the sections not covered at this time.

3. Recording: "Getting Involved--Helping Skills"

Recording
 Record player
Working With
Children (TG)

Play any (or all, at different points in the session) of the recording, using as a basis for selection the areas in which participants have expressed questions or concerns. The corps cadets may by now feel comfortable enough with one another to role-play various situations which have caused difficulty at the fieldsite. Refer to Working With Children (TG), pp. 53-66 for directions and ideas for use of the recording.

4. Experiment: "The Squares Exercise" (Optional)

Working With
Children (TG)
 Cardboard
 squares

This experiment may be found on pp. 70-73 of Working With Children (TG). It is an experiment in cooperation, requiring joint problem-solving and can help the participants become sensitive to the feelings of one who is receiving help. It will also help build trust and friendship within the group.

5. Assignment for Panel Discussion (Preparation for Session Three)

Divide the group into three committees. (NOTE: They may choose by topic or you may want to devise your own method for dividing the group.) Each group should read one of the three resources (below) and prepare a group presentation for Session Three. They may share the information with the larger group in any manner they choose, but they should be encouraged to relate the topic to their own fieldsite experiences.

Booklets:

Children's Art

Child's Play

How the World Works

The resources to be used are the three EXPLORING CHILDHOOD student booklets:

- 1) Children's Art (also the poster, "Drawing Sort")
- 2) Child's Play
- 3) How the World Works

If any of the groups have difficulty working independently, consult the teacher's guide for each resource to offer assistance.

OPTIONAL ACTIVITY--OUTSIDE OF CLASS

Physical-Motor Development: Outdoor Play Equipment

For any participants who indicate an interest in the physical needs of young children, they may want to do the following as a group, or on an individual basis.

Part 1

Visit the local playgrounds for the purpose of analyzing the equipment relative to the basic needs of children. Consult local specialists (see the list of Community Resources in the Appendix, p. 45) such as the local child care licensing representative for suggestions of well-planned playgrounds to visit. Compare these to the playground at your fieldsite. Consider the following:

- Do the facilities offer sufficient space and freedom so that young children can safely master heights?
- Is it possible for the child to be courageous and explorative with a minimum of adult supervision?
- Are there opportunities for rocking, swinging, climbing, sliding, and balancing?
- Does the equipment offer resiliency in falling?
- Note such safety features as rubber sling seats versus wooden or metal swing seats. What might be the difference from the standpoint of safety in such a seemingly insignificant item as this?

Design on paper a playground which you consider to be the ideal. Try to utilize such "found" material as old tires, logs, etc., and consider using part of the natural landscape in your design.

Part 2

Related to studying playgrounds, are there ways in which the corps could provide good quality playground facilities, or improve the one they have? How might the corps cadets be helpful in initiating this?

EVERY CHILD MATTERS

THE MIND MATTERS

SESSION THREE

Intellectual Development

BIBLICAL THEME

"Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth." (2 Timothy 2:15.)

OBJECTIVES

1. To focus on patterns of growth at different ages.
2. To look at ways in which individual differences develop.
3. To consider how the work of theorists can build our understanding of children.
4. To learn how theories are created, i.e., out of curiosity about people, and to begin to understand that no one theory can explain all we need to know about growth and development.

OVERVIEW OF SESSION THREE

Sharing of biblical theme and session topic

Activities

Time:

- | | |
|--|---------------|
| 1. Film: "Half a Year Apart" | 12 min. |
| Discussion | 5 min. |
| 2. Panel Presentations: Three Groups | 30 min. |
| 3. Poster: "Directions in Development" | 10 min. |
| 4. Review of Previous Sessions | <u>8 min.</u> |
| | 65 min. |

MATERIALS NEEDED

Movie projector

Movie screen

Film: "Half a Year Apart"

EXPLORING CHILDHOOD Poster: "Directions in Development"

EXPLORING CHILDHOOD Student Booklets:

Children's Art (also poster - Drawing Sort)

Child's Play

How the World Works

EXPLORING CHILDHOOD Booklets: Looking at Development

(TG and student booklet)

Review material (Activity 4)

ADVANCED PREPARATION REQUIRED

1. Affix poster, "Directions in Development" to wall.
2. Preview all EXPLORING CHILDHOOD resources to be used in the session.
3. Thread movie projector; set up screen.
4. Prepare sign-up sheet for observation periods at the fieldsite.

GROUP ACTIVITIES: SESSION THREEMaterials
Needed1. Film: "Half a Year Apart"

Suggested discussion issues:

Projector
Screen
Film

What were some differences between the two and two-and-a-half year-old?

Were you surprised to be able to see such differences?

Was the child who was working alone really learning?

Why, or why not?

What language differences did you notice?

What was meant by "learning through the senses?"

2. Reading and Panel Presentation

This activity will require advanced planning, preferably in the session prior to this one. The group should be divided into three committees (Note: They may choose by topic, or you may want to devise your own means for dividing the group), each of which should focus on different areas of development. Each group should read in advance one resource and report on it, sharing the information and attempting to relate it to any fieldsite experiences which may apply.

The EXPLORING CHILDHOOD materials to be used are:

- a. Children's Art (also the poster, "Drawing Sort")
- b. Child's Play
- c. How the World Works

You may want to consult the teacher's guides for each of these specific activities if you feel the groups may have difficulty working independently.

3. Poster: "Directions in Development" (Optional)

The poster should be placed on the wall before the class begins. Although it is best utilized in small groups or by individuals, you will need to give some explanation of how to "read" it. Refer to pp. 8-9 of Looking at Development and pp. 12-15 of Looking at Development (TG) for this information and for additional ideas for activities related to it.

Poster
Looking at
Development
--Student
and TG

4. Review of Previous Sessions (Optional)

As a means for "tying loose ends," ask if there are any questions from this or previous sessions. Participants may want to share fieldsite experiences, or return to What About Discipline? booklets as their observations stimulate additional questions. Review: Tips: Working With Children (EFP-2).

EXPLORING
CHILDHOOD
Booklets:
What About
Discipline?
Tips: Work-
ing with
Children

EVERY CHILD MATTERS

RELATIONSHIPS MATTER

SESSION FOUR

Social-Emotional Development

BIBLICAL THEME

Matthew 18:15; Ephesians 6:1-4 (The Living Bible).

OBJECTIVES

1. To focus on development as an ongoing process in which the person is connected to the past as well as to the future.
2. To consider the importance of the relationship between the infant and his principal caretaker.
3. To consider the adolescent's relationships with the adults in his/her life.

OVERVIEW OF SESSION FOUR

Sharing of biblical theme and session topic

Activities:

Time:

- | | |
|---------------------------------------|---------|
| 1. Erikson's <u>Eight Ages of Man</u> | 10 min. |
| 2. Film: "Gabriel Is Two Days Old" | 15 min. |
| Discussion | 10 min. |
| 3. Interview with Parents | 10 min. |
| 4. Poster: "We Are a Family" | 5 min. |
| 5. "I" Messages--"You" Messages | |
| 6. Role Playing: Discipline | 20 min. |
| | 70 min. |

MATERIALS NEEDED

Movie projector
 Movie screen
 Film: "Gabriel Is Two Days Old"
 EXPLORING CHILDHOOD Booklet, What About Discipline? (Student & TG)
 EXPLORING CHILDHOOD Poster: "We Are a Family"
 Handout: Erikson's Eight Ages of Man (EFP-3)
 EXPLORING CHILDHOOD Booklet, Getting Involved

ADVANCED PREPARATION REQUIRED

1. Thread movie projector; set up screen.
2. If planning to use Activity One, review Erikson's theory (see Suggested Reading list, particularly Growing Up by John McCall for explanation of the theory) and run off copies of the student handout (EFP-3), See Part IV, following page 57.
3. Affix poster, "We Are a Family" to the wall.
4. Arrange with parents (Activity Three) to visit the class. Explain the questions likely to be asked.
5. Review the material on "I" messages - "You" messages, pp. 51-52 of Getting Involved.
6. Review What About Discipline? and develop any additional role playing situations you wish to add to Activity Six.
7. Prepare sign-up sheet for observation periods at the fieldsite.

GROUP ACTIVITIES: SESSION FOURMaterials
Needed1. Erikson's Eight Ages of Man (Optional)

Share with the class some of the major points in Erikson's theory, either through reading portions of the background material, or discussion of a poster illustrating the Eight Ages of Man. Encourage participants to share their own recollections of experiences which relate (either in support or nonsupport of Erikson's theory) to the various phases of development.

Handouts:
(EFP-3)

2. Film: "Gabriel Is Two Days Old" (B&W, 15 min.)

You may want to consult pp. 4-5 of Looking at Development (TG) and p. 5 of the student booklet, Looking at Development for activities directly related to the film. Suggested questions for discussion:

Projector
Screen
Film

Were you surprised at the many ways in which Gabriel clearly indicated his needs?

In what ways are human infants dependent upon adults?

Are they totally helpless?

In what ways did Gabriel's mother respond so as to encourage a sense of basic trust?

Do theorists such as Erikson help us to understand the needs of infants and children?

3. Interview with Parents (Optional)

Invite a mother and father and their baby to class. Ask them to share the ways in which their lives have changed since the birth of the baby. Have the participants interview the parents. Suggested questions:

Arrange with
parents--
explain
questions
likely to
be asked.

How has the baby changed since birth?

How does the baby respond when mother leaves the room?

Does the baby respond differently to the father?

How has this changed since birth?

4. Poster: "We are a Family" (Optional)

Place the poster on the wall prior to class. Ask the participants to consider how their own lives might have been different had their family's structure been different. For example, for those who have siblings, what would it have been like to be an only child? What are some of the differences one might experience as the eldest, the middle, or the youngest sibling?

Poster

Call attention to the poster, pointing out that although we have problems imagining a family structure different from our own, there are many alternate family structures. Point out that our image of family as consisting of only a father, mother, and children is known as the nuclear family and that this is a relatively recent phenomenon. Discuss the concept of the extended family (nuclear family and grandparents, aunts, uncles, cousins) as experienced in other cultures and earlier in our own history. What advantages did the extended family offer to a child and to his parents (e.g., additional caregivers to relieve the burdens of parenting, assistance from persons who had had experience in raising children, additional adult behavior with which the child can identify, feelings of "rootedness" and knowledge of one's cultural heritage, etc.)?

Discuss reasons for the decline in the extended family (e.g., greater mobility is possible and sometimes required of young families beginning their careers, less emphasis upon providing a permanent place in one's home for grandparents).

5. "I" Messages--"You" Messages

Part A

Share with the class (either through reading, or in your own words) the section "When a Child Has a Problem," pp. 51-52 in Getting Involved. (The teacher may also wish to refer to Thomas Gordon's P.E.T.: Parent Effectiveness Training for further explanation of the use of "I" messages and "you" messages. See page 48 for references.)

Getting
Involved

Discuss the questions on pp. 51-52. The situations on p. 53 may be used as a journal activity, with the participants writing their responses to the questions:

How do I feel?

Why?

How do I think the child feels?

Why?

The participants may then suggest possible "I" messages for each situation and discuss some of the problems they might discover with "I" messages.

Part B

The above activity might be expanded to the participants' relationships with adults. For example, they may have begun to think about ways in which corps activities with children could be improved, and they may have already experienced that criticism of the leaders of these activities is not the best means for accomplishing change.

The teacher can suggest role playing activities of situations which have already occurred in the corps, or the teacher and participants may suggest hypothetical situations in which they can "practice" methods for suggesting improvement of relationships. For example, how would they handle:

1. One of the women who takes care of the infants during the holiness meeting never smiles. She keeps the babies clean and diapered, but is just not "warm" and "friendly."
2. The VBS teacher enjoys children and realizes they need a lot of opportunity for self-expression (i.e., painting, drawing, etc.). The children want very much to take their art work home to show their parents, but the teacher insists that all the work must be kept at the corps for folders which she will display on the last day of class.

6. Role Playing: Discipline

You may want, at this point, to go back to the booklet, What About Discipline? (TG and student copies), to consider some aspects of discipline which the participants may not have been ready to deal with in earlier sessions. The emphasis can be more on the social-emotional aspects of discipline, giving consideration to the effects some methods will have on this aspect of development.

What About
Discipline?

Have the corps cadets role play various situations which require intervention by an adult. Have them think of situations--perhaps one which occurred at the fieldsite and which stumped them, or one which they wish they had handled differently. Remember to keep the situations very simple, and afterward, ask for feedback from the rest of the group.

Suggested situations:

1. Child refuses to help put away blocks when free play period is over. Child care worker attempts to

deal with it, using positive directions and showing evidence of understanding the child's feelings.

2. Two toddlers are fighting over the same toy. Child care worker uses redirection to settle the dispute. (Redirection refers to attempting to help one child find another interest or toy.)
3. Child wants to swing on the climbing equipment, but keeps interfering with others using the same equipment. Finally, second child kicks the first child in retaliation. Child care worker intervenes.
4. Child has been using tricycle for a long period. Second child goes to child care worker to ask her/him to "make" first child get off.

OPTIONAL ACTIVITIES--OUTSIDE OF CLASS

1. Practice of "I" Messages and "You" Messages

Have the participants practice at their fieldsite, or elsewhere, using the technique of "I" messages and "you" messages and record the results in their journal.

2. Interview with Parents

If there is not time for Activity Three in class, participants may wish to do this informally, recording data in their journals and possibly sharing their results with the group.

EVERY CHILD MATTERS

SELF-ESTEEM MATTERS

SESSION FIVE

Social-Emotional Development (continued)

BIBLICAL THEME

Luke 15:20-24, The Prodigal Son and a Loving Father

OBJECTIVES

1. To focus on the meaning of egocentrism.
2. To consider ways in which a positive self-image is fostered.
3. To consider the ways in which some cultural practices interfere with the development of self-esteem.
4. To look at some of the feelings children experience and ways for helping a child recognize and cope with these.

OVERVIEW OF SESSION FIVE

Sharing of biblical theme and session topic

Activities:

Time:

- | | |
|--|----------------|
| 1. Journal Activity | 15 min. |
| 2. Film: "From My Point of View" | 13 min. |
| Discussion | 7 min. |
| 3. Recording: "Free to Be. . . You and Me" | <u>20 min.</u> |
| | 55 min. |

MATERIALS NEEDED

Movie projector

Movie screen

Film: "From My Point of View"

EXPLORING CHILDHOOD Booklet: Fear, Anger and Dependence (Student & TG)

Record player

Recording: "Free to Be. . . You and Me"

ADVANCED PREPARATION REQUIRED

1. Thread movie projector; set up screen.
2. Read carefully each of the supplementary materials to be used in Session Five.
3. Review recording; have record player ready.
4. Prepare sign-up sheet for observation periods at the fieldsite.

GROUP ACTIVITIES: SESSION FIVEMaterials
Needed

1. Journal Activity: "Fear, Anger, and Dependence" (Optional)

There are many activities suggested in these booklets. Choose any of them which best reflect the needs of your group, or:

EXPLORING
CHILDHOOD
Booklet:
Fear, Anger,
and Depend-
ence (Stu-
dent and TG)

- a. Either you or one of the participants might read pp. 12-13 of the student booklet. Have participants write in their journals how they would respond to the situations described on p. 13 (e.g., "A big child hits a little, more helpless child"). Ask students to share their ideas after they have recorded them.
- b. Read aloud to the class any of the excerpts from Fraiberg on pp. 13-17 of the TG. (NOTE: You may want to read several, interspersing them with the other session activities.) After each reading, have the participants record in their journals examples of their own feelings of fear, anger, or dependence, and examples of these they have witnessed at the fieldsite.

2. Film: "From My Point of View" (Color, 13 min.)

Show the film and discuss the examples of egocentrism illustrated in the film. Is it possible to see different levels of egocentric thought? Ask students if they can think of examples of informal research which they could develop. How would they plan it? What would they hope to learn from it?

Projector
Screen
Film

3. Recording: "Free to Be. . . You and Me"

Listen to all or part of the recording. It is recommended that these be singled out for discussion:

Phonograph
Recording

"Dudley Pippin and the Principal"

"It's All Right to Cry"

"William's Doll"

Discuss these as they relate to what we have learned about self-esteem. Suggested questions:

How do you feel about the statement in "Dudley Pippin" about "sissies" and "crying"?

Is it important for boys to feel that crying is an acceptable way to show emotion?

What messages might a boy receive when he's told, "Big boys don't cry!"?

What value (or lack of it) might there be in allowing boys to play with dolls? (E.g., as one form of play, it helps the child to understand the adult world; it allows him practice in caretaking skills which he will later need as a father; it helps to eliminate the stereotype of child care as only a "feminine" role.)

OPTIONAL ACTIVITIES - OUTSIDE OF CLASS

Children's Literature

Visit the local library, or examine the books used at your fieldsite, for the purpose of seeing what types of children's books are available. Keeping in mind the child's view of the world at various stages, are there some books which you would especially recommend for certain ages? Are there some books which you would especially want to avoid using with groups of young children? You might want to take examples of each to the next session to discuss with the other corps cadets.

If it is available, review "Tell Me, Mister Rogers, About . . ." (see Suggested Reading in Appendix - p. 48) and compare it with other children's books with which you are familiar. Do you think it relates to the real fears which children have? How would you use it with a child who is afraid of visiting the dentist? Would this be a good resource to use if a child's pet dies? Why or why not?

REMINDER: For those participants preparing an activity or part of the fieldsite assignment, this should be done at their next fieldsite visit, if it is their last.

PREFACE TO SESSION SIX

In the second chapter, PURPOSE, it was stated that this course represents only a start--an introduction to the world of children as well as to ways of building self-understanding. For that reason, the final session should not represent an ending, but a beginning--perhaps the beginning of a new kind of involvement with children, a new way of relating to peers, a new sense of responsibility as a corps cadet in the corps. It may be that some young people have begun to re-assess their ideas about children. For some, this may affirm a desire to devote a future career to children. For others, the course may have revealed an uneasiness with young children which has led to a decision not to work with children as a career choice. The latter should be as acceptable a decision to the project leaders as the former.

The focus on spiritual development within the final EFP session does not suggest that it is of lesser importance than the other areas of growth and development. Rather, it is what sets this program apart from other parenthood programs. It is out of our concern for the child's spiritual development that we attempt to come to terms with the development of the total child.

Some of the activities suggested in Session Six cannot be carried out in one class meeting. By design, they will require involvement on the part of the corps cadet beyond the time structure of the course. The intention is to provide a means by which the participants can view the course as a springboard to learning more about children and about themselves, rather than promoting the erroneous assumption that learning and growing are circumscribed processes which take place within four walls and only in the presence of a teacher.

EVERY CHILD MATTERS

THE SPIRIT MATTERS

SESSION SIX

Spiritual Development

BIBLICAL THEME

1 Corinthians 13

OBJECTIVES

1. To focus on religious education as a developmental process, involving levels of readiness.
2. To consider spiritual growth as a frame of reference which begins in infancy, covering the whole of life, and which is largely dependent upon all other growth.

OVERVIEW OF SESSION SIX

Activities :

Time :

- | | |
|--|----------------|
| 1. Discussion of Biblical Theme of Session One | 15 min. |
| 2. Film: "All in The Game" | 22 min |
| Discussion | 8 min |
| 3. Assignment: Optional Ongoing Project | <u>15 min.</u> |
| | 60 min |

MATERIALS NEEDED

Movie projector
Movie screen
Film: "All in the Game"
Bibles
Blackboard, chalk

ADVANCED PREPARATION REQUIRED

1. Thread movie projector; set up screen.
2. Review biblical passages and prepare questions for group.

GROUP ACTIVITIES: SESSION SIX

1. Discussion of biblical theme: I Corinthians 13 and
Comparison to biblical theme of Session One: Mark 12:31

Materials
 Needed

Using the blackboard (or the poster you have prepared for the first session), write the theme, "Thou shalt love thy neighbor as thyself." (Mark 12:31)

Bibles
 Blackboard
 Chalk
 Poster

Review the discussion questions from the first session (restated below) and encourage participants to add any new insights they may have gained. Suggested questions and issues:

- What, specifically, is the will of God for our lives, according to this message? What importance does Jesus give to this commandment?
- What is the relationship of the second commandment to the first? (Mark 12:30) (Example: Obedience to God must be demonstrated in concrete relationships with our neighbor.)
- Who is our neighbor? (Discussion of the parable of the Good Samaritan--our neighbor includes even our "enemy.")
- The commandment has two important parts: love my neighbor and as myself. It does not demand of me that I love my neighbor better than myself, but as myself. What does it mean to love myself? Is this selfish? How might we differentiate between loving self and self-centered behavior? Do you think this verse suggests that God supports our struggles to understand and feel good about ourselves?

In addition to the above review questions, these may be added:

- What might be the nature of love as expressed in I Corinthians 13?
- Can the young children in our care be considered our "neighbor"? What might loving my neighbor mean with respect to my relationships with little children? (Example: To love children certainly means the obvious--to respond to them with warmth and to provide an environment which fosters security and self-esteem. But we have also learned that growth and development is a complex process and that children have different needs at different stages of development. Perhaps an important aspect of loving calls for a commitment to learn all that we can about the process of development so that we can be effective in our relationships with others.)

- We have talked about the importance of learning to love ourselves (i.e., to have self-respect, to know ourselves, etc.) as an important part of this commandment. From what we have learned, is loving ourselves also important from the standpoint of the child's developmental needs? (Example: Yes--we have learned that one essential prerequisite for the child's acquisition of a positive self-image is that he be surrounded by people who have a sense of self-worth.)

2. Film: "All in the Game" (Color, 22 min.)

Although this is not a film about religious education per se, it does describe the early stages of moral development, with emphasis upon the important part which play has in this area of development. (NOTE: The teacher may want to allow himself time to review this film--perhaps more than one time. It is a BBC-TV film, and the English accents are not always easily understood. Also, it is somewhat more difficult to grasp some of the concepts because of the length of the film and the variety of issues discussed. Nevertheless, it is an excellent study of important developmental concerns, and hopefully, with your guidance, the participants will gain much from it.)

Projector
Screen
Film

Suggested discussion questions:

- In what ways did the film show the role of play in emotional, intellectual, physical, and moral development?
- What levels of moral development were represented?
- Can you recall, from your fieldsite experience, specific examples of any of these levels?

OPTIONAL ONGOING PROJECT

For optional activities: To reinforce the concept that learning is not circumscribed, you may want each corps cadet to choose an "extended" project--one he carries out after the course is completed. These could be chosen from the ones suggested in the course, or the corps cadet may have recommendations of his/her own.

1. Worship Service

Develop a period of worship for a small group of children. Keep in mind the developmental needs of children in the group and carefully plan the activities in light of these needs. For example, are the words of the choruses consistent with what we know about a child's understanding? Discuss your plan with the corps officer, and arrange a time when it can be carried out.

Related to the above, prepare a collection of children's songs which are reflective of the child's understanding and needs.

2. Responsibility Within the Corps

Accept a corps responsibility for a period of at least one month that you and your corps officer believe is consistent with your interests and capabilities, as well as your spiritual awareness. Execute it faithfully.

This will require an interview with the corps officer before the activity may begin, and his signature that you have consistently carried out the responsibility before the activity will be considered completed.

3. Children's Books: Christian Education

Visit the children's section of the local library for the purpose of looking at the content of the children's books which have religious themes. (To provide for an adequate selection from which to choose, it may be necessary to visit a bookstore which carries a wide variety of children's literature.) Analyze these from the standpoint of the needs and understanding of young children. Prepare a bibliography (perhaps annotated, that is, with brief statements about the theme) of books which could be used in a worship setting with children. Keep in mind the developmental level of the children for whom you are preparing the list. Is it necessary for each of the books to reflect a biblical theme in order for it to be described as "worship"? (Suggested answer: No, because children need stories with real-life themes which help them to understand the practical nature of Christianity.)

Plan a storytime period for one of the Sunday School classes. Select a book which you feel is consistent with the developmental needs of the group. With the help of the EFP teacher and/or the corps officer, plan a time when this activity can be carried out.

"WHY IS EDUCATION FOR PARENTHOOD IMPORTANT?"

- Brown, Mary Anne Symons. "Whose Bailiwick Is It?" Forecast for Home Economics, 20(5), January 1975, pp. 20ff.
- Cohen, Dr. Donald J. "Viewpoint: Meeting Adolescents' Needs." Children Today, 2(2), March-April, 1973, pp. 28-29.
- Kruger, W. Stanley. "Education for Parenthood and the Schools." Children Today, 2(2), March-April, 1973, pp. 4-7.
- LeMasters, E. E. Parents in Modern America. Homewood, IL: The Dorsey Press, 1974.
- Lowcock, Doris W. "Proposal for Participation of Corps Cadets in the Education for Parenthood Project," 1975.
- Toffler, Alvin. Future Shock. New York: Random House, 1970.
- Woodward, Kenneth L., and Malamud, Phyllis. "The Parent Gap." Newsweek, September 22, 1975, pp. 48-56.

RESOURCE MATERIALS USED IN THIS CURRICULUM

ARGUS COMMUNICATIONS
7440 Natchez Avenue
Niles, Illinois 60648

Booklet - *I Am Loveable And Capable* Session 1
(one copy per corps cadet)

EDUCATIONAL DEVELOPMENT CENTER
Exploring Childhood Program
15 Mifflin Place
Cambridge, Massachusetts 02138

Teacher's Guides - *Working with Children* Session 1, 2
Looking at Development Session 3
Fear, Anger and Dependence Session 5

Student Books - *Getting Involved* Session 1, 4
What About Discipline? Session 2, 4
Children's Art Session 2
Child's Play Session 2, 3
How the World Works Session 2, 3
Looking at Development Session 3
Fear, Anger and Dependence Session 5

Films - *Helping Is* Session 1
Little Blocks Session 2
Half a Year Apart Session 3
Gabriel Is Two Days Old Session 4
From My Point of View Session 5
All in the Game Session 6

Recording - *Helping Skills* Session 2

Posters - *What Is a Child?* Session 1
Drawing Sort Session 2, 3
Directions in Development Session 3
We Are a Family Session 4

BELL RECORDS
A Division of Columbia Pictures Industries, Inc.
1776 Broadway, New York, N.Y. 10019

Recording - *Free To Be ... You And Me* Session 5

Check your public schools and libraries for possible loan arrangements for films and recordings. Write for catalogs with current prices and ordering procedures.

COMMUNITY RESOURCES

Local or regional representatives of your state child care licensing body--either within the Department of Public Welfare, the Department of Health, or the Department of Education .

Local chapter of 4-C (Community Coordinated Child Care), where it exists .

Local affiliate of the National Association for the Education of Young Children .

Local affiliate of the Day Care and Child Development Council of America, Inc., where one exists.

Local colleges, schools, and universities, particularly departments of home economics, marriage and family relationships, human development or human ecology, sociology, psychology, and child development.

Local representatives of the State Department of Public Welfare.

Local representatives of the State Department of Health.

Staffs of local day care centers or other child caring programs, e.g., Head Start, nursery schools, infant care programs.

Public health nurses, school nurses, and nursing organizations.

The Mental Health Association.

The Family Service Association.

Child and general psychiatrists, psychologists, and their associations.

Pediatricians and pediatric societies.

SUGGESTED READING

General Reference--Theory

Auerbach, Aline B. Parents Learn Through Discussion: Principles and Practices of Parent Group Education. New York: John Wiley & Sons, 1968.

*Axline, Virginia M. Dibs: In Search of Self. Boston: Houghton-Mifflin & Co., 1964.

Beadle, Muriel. A Child's Mind: How Children Learn During the Critical Years From Birth to Age Five. New York: Doubleday & Co., 1970.

**Briggs, Dorothy Corkille. Your Child's Self-Esteem. Garden City, N.Y.: Dolphin Books, 1975.

Broderick, Carlfred B., and Bernard, Jessie, eds. The Individual, Sex, and Society. Baltimore: The Johns Hopkins Press, 1969.

Caplan, Frank, and Caplan, Theresa. The Power of Play. Garden City, New York: Anchor Books, 1974.

*Clark, Kenneth B. Prejudice and Your Child. 2nd. ed. Boston: Beacon Press, 1963.

Cohen, Dorothy H., and Stern, Virginia. Observing and Recording the Behavior of Young Children. New York: Teachers College Press, Columbia University, 1965.

Davis, Adelle. Let's Have Healthy Children. New York: Signet, 1972.

*Dennison, George. The Lives of Children: The Story of First Street School. New York: Random House, 1969.

*Dittman, Laura L., ed. What We Can Learn From Infants. Washington, D.C.: National Association for the Education of Young Children, 1970.

Erikson, Erik. Childhood and Society, 2nd ed. New York: W.W. Norton & Co., 1963.

Erikson, Erik. Identity and the Life Cycle. New York: International Universities Press, 1959.

* Written at a level which could be understood by teens and may be recommended to participants.

** Especially recommended as background for teachers of EFP project.

- * **Fraiberg, Selma H. The Magic Years. New York: Charles Scribner's Sons, 1959.
- Holt, John. How Children Learn. New York: Dell Publishing Co., 1967.
- Holt, John. How Children Fail. New York: Dell Publishing Co., 1964.
- *Jourard, Sidney. Healthy Personality. New York: Macmillan Publishing Co., 1974.
- LeMasters, E. E. Parents in Modern America. Homewood, IL: The Dorsey Press, 1970, 1974 (revised).
- * **McCall, John. Growing Up. New York: Paulist Press, 1972.
- Montagu, Ashley. Touching: The Human Significance of the Skin. New York: Columbia University Press, 1971.
- Moyer, Joan E. Bases for World Understanding and Cooperation: Suggestions for Teaching the Young Child. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1970. (1201 Sixteenth St., NW, Washington, D.C. 20036.)
- Mussen, Paul H.; Conger, John H.; and Kagen, Jerome. Child Development and Personality, 4th ed. New York: Harper & Row, 1956, 1974.
- Pulaski, Mary Anne Spencer. Understanding Piaget: An Introduction to Children's Cognitive Development. New York, Harper & Row, 1971.
- Raths, Louis E.; Harman, Merrill; and Simon, Sidney B. Values in Teaching. Columbus, Ohio: Charles E. Merrill, 1966.
- Simon, S. B. Howe, L. W.; and Kirschenbaum, H. Values Clarification. New York: Hart Publishing Co., 1972.
- Smart, Mollie S., and Smart, Russell C. Infants: Development and Relationships. New York: The Macmillan Co., 1973.
- *Spock, Benjamin. Baby and Child Care. New York: Pocket Books, 1946, 1968.
- White, Burton L. The First Three Years of Life. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.
- Yamamoto, Kaoru. The Child and His Image: Self-Concept in the Early Years. Boston: Houghton Mifflin Co., 1972.

Practical Issues

- Arnstein, Helen S. What to Tell Your Child (About Birth, Death, Illness, Divorce and Other Family Crises.) New York: Pocket Books.
- Caney, Steven. Toy Book. New York: Workman Publishing Co., 1972.

- Dreikurs, Rudolf, and Grey, Loren. A Parents' Guide to Discipline. New York: Hawthorne Books, 1970.
- *Galambos, Jeanette W. A Guide to Discipline. Washington, D. C.: National Association for the Education of Young Children, 1969.
- *Ginott, Haim. Between Parent and Teenager. New York: Avon Books, 1971
- *Ginott, Haim. Between Parent and Child. New York: Avon Books, 1968.
- *Gordon, Thomas. P.E.T.: Parent Effectiveness Training. New York: Peter H. Wyden, Inc., 1970.
- * **LeShan, Eda J. Natural Parenthood: Raising Your Child Without a Script. New York: Signet Books, 1970.
- LeShan, Eda J. The Conspiracy Against Childhood. New York: Atheneum, 1967.
- McDonald, Marjorie. Not By the Color of Their Skin. New York: International Universities Press, Inc., 1970.
- Rogers, Fred. Tell Me Mister Rogers About Learning to Read, Sleeping Away From Home, Going to the Dentist, Thunder and Lightning, When Pets Die, Nobody Feels Perfect. New York: Platt & Munk, 1975. (This is an excellent book for children, but it provides useful insights for adults, as well.)
- *St. Geme, Joseph W., ed. Child Care. Nutley, NJ: Rocom Division, Hoffman-LaRoche, Inc., 1973.
- Salk, Lee. Preparing for Parenthood.
- *Sarson, Evelyn. Action for Children's Television. New York: Avon Books 1971.
- *Spock, Benjamin. Raising Children in a Difficult Time. New York: W.W. Norton & Co., 1974.

Self-Awareness

- *James, Muriel, and Jongeward, Dorothy. Born to Win. Reading, Mass.: Addison-Wesley Publishing Co., 1971
- *Powell, John. Why Am I Afraid to Tell You Who I Am? Niles, IL: Argus Communications, 1969.
- Rogers, Carl R. On Becoming a Person. Boston: Houghton Mifflin Co., 1961.
- Satir, Virginia. Peoplemaking. Palo Alto: Science and Behavior Books, Inc., 1972.

Christian Education

Fox, Emmet. The Child's Approach to Religion. New York: Harper & Brothers, 1945.

**Goldman, Ronald. Readiness for Religion. New York: Seabury Press, 1965.

Nelson, C. Ellis. Where Faith Begins. Richmond: John Knox Press, 1967.

**Westerhoff, John H. Values for Tomorrow's Children: An Alternative Future for Education in the Church. Philadelphia: Pilgrim Press, 1973.

ORGANIZATIONS WHICH DISTRIBUTE INFORMATION

ON CHILD DEVELOPMENT

National Association for the Education of Young Children (NAEYC)
Editorial and Publications Department
1834 Connecticut Avenue, N.W.
Washington, D. C. 20009

Day Care and Child Development Council of America, Inc.
1401 K Street, N.W.
Washington, D.C. 20005

Child Welfare League of America
67 Irving Place
New York, New York 10003

Office of Child Development
Office of Human Development
U. S. Department of Health, Education, and Welfare
Washington, D. C. 20201

American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, D. C. 20036

Bank Street College of Education
610 West 112th Street
New York, New York 100025

The Merrill-Palmer Institute of Human Development and Family Life
71 East Ferry Avenue
Detroit, Michigan 48202

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D. C. 20016

SELECTION OF THE TEACHER

Anyone who accepts the role of teacher in any setting must possess very special skills, and this program is certainly no exception. In fact, the nature of this program demands the very best leadership available.

Many of the qualities of a good teacher are not easily measured. Possibly the best means for you to assess a teacher's potential for success with this program is through observation of him/her in relationships with adolescents and, if possible, with young children as well.

You are encouraged to recruit anyone who will best meet the necessary qualifications, even if it means asking an "outside" professional to help with the presentations. It is therefore suggested that the corps cadet counselor need not automatically be assumed to be the best candidate for the job. No matter who accepts the responsibility, it should be kept in mind that there are community resource people available to help with various parts of the program. One possible alternative to consider would be to have the corps cadet counselor (or other leader) serve as "coordinator" of the program, with guest speakers arranged for each session. It is of critical importance, however, to understand that the course could actually be more harmful than helpful when taught by someone ill-suited to the task. Therefore, in those situations in which there is no Salvationist in whom you have unqualified confidence, it may be advantageous to seek leadership elsewhere--possibly from the local schools, colleges or universities; the local mental health association; or another church which may be providing a similar program. (See further listing of resources in the curriculum, page 47.)

Some of the qualities you should look for in a good teacher include:

- A sense of self-esteem;
- Capacity to feel comfortable with young people and with the wide range of subject matter which will likely be discussed;
- A basic understanding of human growth and development, with special emphasis upon adolescent development;
- Some knowledge of group dynamics;
- Sensitivity to the feelings and life situation of the individual participants;
- Recognition of and respect for individuality;
- A good sense of humor--the ability to laugh at oneself and with others, enjoyment of the jokes young people tell;
- Emotional maturity--the ability to accept responsibility for one's own actions, sensitivity to one's own needs as well as the needs of others.

- Enthusiasm in relationships with youth and with young children;
- Creativity and imagination so that program plans will be flexible, but well-organized;
- Ability to communicate sincerity, firmness when needed, compassion, and a spirit of cooperation in relationships.

Needless to say, the skills for teaching such a course should by no means be considered the exclusive domain of women. Whether taught by a man or a woman, it is hoped that the participants will be exposed to positive male models who enjoy their role as father and consider it vital to a child's healthy development.

FIELDSITE EXPERIENCE: PLANNED OBSERVATION

The curriculum for the Corps Cadet Education for Parenthood program is based upon the belief that in order for learning to take place, there must be a balance between experience, knowledge and information, and reflection. It is further felt that the best situation in which to learn about young children will be found in a setting in which preschoolers can be observed interacting in a free play situation, namely, in good quality day care or preschool facilities. In the following, we will consider various aspects of this part of the program, specifically, selection, type, number and quality of fieldsites; and legal issues.

Selection of Fieldsite

The first contact you make relative to selection of a fieldsite should be the local day care licensing representative. With few exceptions, (mentioned below), they will be aware of most of the preschool programs being offered in the community. They will also be able to keep you informed of any legal matters which you may need to consider as well as provide information relative to useful resources in your community. (NOTE: The community resources listed on page 47 may also be consulted in selection of the fieldsite.)

It is expected that most directors of child care programs will be cooperative and, if the aims of EFP are adequately described, they will see the benefits which can be derived from such a program. However, some may express reluctance to allow untrained teen-agers to observe and participate in their program, particularly when it means an influx of "strangers" for a relatively short period (six weeks). Such an attitude is understandable--the director's first concern must be the children in her care. There are, however, potential benefits for the child care program as well, and it may be that all that is needed is for you to point out these. These may include:

- Opportunity for the director and the staff to become involved in the important endeavor of education for parenthood and preparation for possible future careers with children--both of which are high priority concerns in our nation today;
- Opportunity to train and perhaps recruit (at no expense to the center) potential workers for the day care center;
- Opportunity (if you are willing to arrange this) for the director and/or the staff to view the excellent films and other material available for EXPLORING CHILDHOOD.

For practical reasons, the fieldsite should be within walking distance of the participants' home, school, or the corps. In the best interests of the children and staff at the fieldsite, the observation should be scheduled so that only one set of observers is present at any given time. This will keep distortion of children's behavior to

a minimum. (NOTE: A sign-up sheet could be prepared so that students will know when a time slot is available for their visit.) The participants should plan on at least one hour per week for observing. Not all of this time needs to be devoted to taking notes.

Types of Fieldsites

There are many different types of programs which offer care to young children. The following is a list of the most common types. There may be others available in your community.

- Day care centers--a full-day program, usually with an educational component plus a variety of other services (e.g., health, social services, parent involvement, etc.) and utilized frequently by working parents or single-parent families.
- Head Start programs--usually full-day care, specifically serving low-income families, and funded by the Office of Child Development, U.S. Department of Health, Education and Welfare.
- Nursery schools--primarily an educational focus; usually in session for two or three hours per day, meeting three to five days per week, in the morning or afternoon. (For practical reasons, it may not be possible for the participants to use a nursery school as a field-site unless the young people have released time from school or the EFP program is being provided during the summer months.)
- Family day care--(home day care, family day care home) similar to day care centers except that children are cared for in the home of a qualified person, and the group is therefore smaller than one would find in centers. (Although these programs are required, by law, to be licensed, many are not. Also, depending upon the state licensing agency, those that are licensed may not be well regulated. This type of setting can be an excellent one for learning about children, but it is important to be especially cautious in selection by carefully observing this program and seeking the advice of local licensing agents and child care experts.)
- After-school care--usually, although not always, provided as one component of a preschool day care center, in which children of parents who are employed are cared for before and after school, at lunch, and all day during school holidays.
- Cooperative child care programs--operated in a variety of ways--as an informal "play group" which meets several hours per week, with parents taking turns at being responsible for the group; or as a regular day care or nursery program with some paid staff, but with parents of children taking turns at helping with the daily

program--either in a permanent facility or alternating in the homes of the parents. (There is with this type of program, as well as with each of the other types, a wide range of quality being offered. Because of the heavy emphasis upon parent involvement in the daily program, many states do not require that these be licensed--although this is changing in some areas. If they are not licensed, the licensing representative may not be aware of the existence of some excellent programs. Co-ops are very often found in academic communities, so it might be useful to inquire at local colleges and universities.)

- University or college laboratory schools--usually used for teacher-training; include a wide range of program types, e.g., Head Start, day care, nursery school, cooperative. (Because these are often used to train students, the staff may be understandably reluctant to allow more student participation. But they often have observation booths with two-way mirrors through which children can be observed without disruption of the activities.)

Number of Fieldsites

Obviously, the number of young people taking the course and the availability of good quality preschool programs will determine the number of fieldsites which will be needed. You need not feel that you must limit yourself to only one. If the participants live in different communities, it may be necessary to establish fieldsites in several geographical areas. If a large number of corps cadets are taking the course, you may need to arrange several fieldsites to avoid inundating any one program with many new faces. And, it may be useful to have several types of fieldsites to provide diversity of experience for class discussion.

Quality of Fieldsite

Many of the community resource people suggested for the EFP program in general (appendix of the curriculum, page 47) will also be able to guide you in selection of a good quality preschool program. Of course, evidence of a state license to operate is essential. However, licensing alone will not guarantee that the program offers the best quality of care.

Evaluating the quality of any program for young children is a complex task. For this reason, it is suggested that you seek the opinion of several people who are in a position of knowing what kind of programs are available, again, referring to the community resource list.

In general (although by no means complete), a good program for young children will be guided by the following principles:

- Children are helped to build a positive self-image by being surrounded by satisfying, loving people, who feel a sense of their own personal worth. (NOTE: Many of the qualities of a good teacher which were suggested for the EFP project apply to preschool teachers as well.);
- Children are challenged intellectually by being surrounded by an environment rich in learning experiences;

- Children are protected from fatigue and overstimulation through alternate periods of quiet and active play;
- Children are provided with ample opportunity to play by themselves and with small groups in a free play atmosphere in which they are able to choose from among several activities;
- Children are encouraged to progress at their own rate in an atmosphere which is noncompetitive;
- Children are encouraged to engage in a wide variety of creative experiences;
- There is sufficient regularity in daily routine so that children feel secure;
- The playroom is arranged into "areas of interest" (i.e., dramatic play area, library or "quiet" area, housekeeping area, block building area, etc.) so that children are invited to explore and are able to see relationships, make choices, and solve problems;
- Children are encouraged to work out social relationships through play and are helped to understand and express appropriately their feelings of anger, fear, joy, selfishness, aggressiveness, insecurity, pride, cooperation, etc.;
- Children are encouraged to accept responsibility appropriate to age, e.g., exercising judgment and decision-making, cleaning up after activities, and setting and clearing tables, helping to serve food and beverages, etc., so that their concepts of self and the world are broadened.

Legal Issues

It has been mentioned above that the licensing representative will have information relative to any legal considerations in using the field-site. For the most part, any legal concerns will involve health issues, and in some states, minimum age for working in child care programs. (The latter may not be an issue at all, since the corps cadets will not be paid.)

Most states require that anyone working with children must be free of any contagious disease and, in particular, must be tested for TB. It is important that any such requirements be clarified and met before the field-site activity begins. This may not be as difficult to arrange as it seems. It may be that the public school medical requirements (for those corps cadets in school) will be sufficient evidence of one's health status. Or, possibly a physician in the community (e.g., an Advisory Board member, local clinic staff, etc.) or a public health nurse could be recruited to provide whatever services are necessary. Many county health departments provide free TB screening, and although you may need to provide transportation, the benefits are obviously not confined to the EFP program alone.

WAYS OF LEARNING ABOUT CHILDREN

FIELDSITE EXPERIENCE

We all have our own ideas of what it's like to be a child. Our memories of childhood can help us to understand what a child's world is like--along with living with younger brothers and sisters and watching children in our neighborhood and the corps.

During the project period, you will be observing young children at a fieldsite (a nursery school or day care center which cares for children between the ages of two and five or six). This will help you to think about what you already know about children, and it will add to the information you now have.

You'll be visiting the fieldsite for about one hour per week. The director may be glad to have you stay longer if you decide you want to--but ask, first. Visit the fieldsite each time with a partner--one of the other corps cadets in the project--so that the two of you can share ideas about the things that occur at the fieldsite.

For part of your visit, you and your partner will need to take notes in your journals. For the rest of the time, you and the fieldsite teacher can decide how you will be involved with the children.

You and your partner should choose two children to observe very carefully for the next six weeks. Decide when you want to take notes, so that each of you are observing and writing down the same incident in your journals. For example, you may notice that Jeff, one of the two children you have decided to observe, has just started a new game. You and your partner can start to take notes on whatever Jeff does in the next few minutes. Be sure to note the date, time, and setting (housekeeping corner, block-building area, playground, sandbox).

Besides recording what Jeff does, try to think about why he does certain things. You might also think about how the others around him (another child, a teacher, etc.) felt, and how you would have felt in the same situation. It may be easiest to divide the page into two columns. In one column write what happened, and in the other write down your thoughts, feelings and questions. This second column can be filled in later, after you have written about the incident. (For additional ideas on how to do this, see the EXPLORING CHILDHOOD booklet, Getting Involved, pp. 6-7, 12-14.)

Sometimes children can be very curious about what you are doing. It's not a good idea to tell them you are taking notes about them, but you can say in a friendly way, "I'm writing down some things I want to remember. I would like to play (or talk; read) with you a little later, but for now, I just want to watch you do your work (play, etc.)." If you do say you will play with them later, be sure to follow through--children will remember promises made to them, even if they don't remind you.

Soon after the fieldsite visit, find a quiet place with your partner

where you can compare your ideas. Did you and your partner see the situation the same way? Were your feelings, ideas, or questions similar, or were they different? You may discover that sometimes you agree and other times you disagree about what happened, and this is fine--it happens among teachers, often. We can learn a lot about children through "pooling" our ideas.

ATTENTION: One important rule in working with children is that all information which you write down about a child must be kept confidential. You must not discuss any child's behavior with anyone except the fieldsite director and those people directly involved with the EFP project. Even if a parent of a child in the fieldsite program were to ask you about his/her child, you must explain, "I am here to observe and learn--you will need to talk to the staff about that." If the fieldsite includes children whose families are involved with the corps, do not use the child's name in the group discussions. That way, you can feel free to talk about the child's behavior without hurting anyone.

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Another part of the fieldsite experience may be carried out whenever you and the fieldsite director feel you are ready. You will plan an activity for a group of children at the fieldsite. If you prefer, this activity could be planned for a group of children within the corps. If you do choose the fieldsite, it would work best if you wait until the last one or two visits, so that the children know you fairly well. The activity may be a story, something you have seen a teacher do, or one chosen from the Doing Things booklet which you have received. Be sure to plan carefully, gather all of the necessary materials and check out your plans with the director in advance.

Your partner will observe you and take notes, and you will do the same for him/her. Afterward, discuss your observations with each other. (Ask your teacher for additional directions for this part of the activity.)

TIPS: WORKING WITH CHILDREN

While you are at the fieldsite it is important for you to know and follow the rules the staff has established. Even if you disagree with the rules, you must follow them as any guest would.

Generally it would be best for the teachers and the regular staff to handle discipline problems. They will be happy to tell you how and what to do in certain situations if you ask. You will likely find that from the moment you enter the program, some children will ask you for permission to do certain things. There are many reasons why they may ask--they may want to see if you know the rules; they may not be allowed to do what they are asking, and they want to see if you will allow it; they may just be making conversation; or, in an effort to understand their world, they may be wondering how other people view things important to them. In any case, you should not give permission without checking with the staff. An answer which the children can understand would be, "I am just a visitor here and I don't know the rules yet. Let's go and ask your teacher about that."

Discipline problems can be avoided, very often, by the things adults do and say. These tips can help you at the fieldsite:

1. Speak in a quiet, pleasant, controlled voice. You do not get children to stop shouting by shouting at them.
2. Instead of calling across a room to get a child's attention, go over to the child, speak his name (or ask what it is), and see that you have his/her attention before making suggestions.
3. Give positive directions which tell a child what to do, rather than what not to do. For example, "Don't leave your paint brush there" does not help the child to learn. "You need to clean the paint out of the brush so that it does not dry out and spoil the brush. Here, let me help you" tells the child what to do, and encourages cooperation. (It is not always easy to remember this, even for teachers. It may help to practice this with your friends and family.)
4. Offer choices when choices are available. For example, "Jill has the doll buggy now. Would you like to play with the wagon or the blocks?" This changes the focus for the child and helps him/her to see what else is possible while still permitting a choice about what to do.
5. Do not offer choices, or ask a child if he wants to do something he is expected to do. For example, if you say, "Do you want to take your nap now?" you are only asking for a very loud, "NO!" It is better to say, "Time for naps now. Here, I'll help you find your cot."

6. Be ready to give help when a child needs it--but give only as much as he needs. Don't give help for things he can reasonably be expected to do for himself. The child will probably be quick to let you know those tasks he can perform for himself!
7. When talking to one child or a group, get down to the child's level by stooping or sitting. It is much more interesting for the child to be able to look into your face, and he senses your concern when you take the time to listen especially to him.
8. Show approval and recognition of effort through such simple phrases as "You did it!" or, "It's fun to be able to do that!"
9. Praise or disapproval should be addressed to specific behavior, effort, or achievement, and not to the child's personality. For example, never use such terms as "bad boy," "naughty girl," or "you are an angel." Instead, refer to the behavior itself.
10. When commenting on a young child's creative effort, you might say, "My, you've used lots of colors there" or, "I'm very pleased that you made this for me." It is usually not a good idea to ask, "What is it?" or to try to guess what the child has made. Much of the time the child does not know himself, or the idea has changed several times during the process and will likely change again.
11. When you are responsible for providing materials for young children, keep in mind what you know about their needs. For example, young children should use large, unbroken crayons for coloring because their hand muscles are not well-developed and they lack the coordination to effectively use tiny pieces of crayons. Also, coloring book activity should be discouraged because it limits creativity and imagination. Instead, use large sheets of paper. Newspaper can be "recycled" by using it for painting, and the print adds interest for the child.

ERIKSON'S EIGHT AGES OF MAN

- I. Acquiring a Sense of Basic Trust while overcoming a Sense of Basic Mistrust--A Realization of Hope. Birth to about one year of age.

I feel that life is just great, or I worry about the future.
- II. Acquiring a Sense of Autonomy while combating a Sense of Doubt and Shame--A Realization of Will. About one to three years of age.

I can make up my mind without making errors, or I need more self-confidence.
- III. Acquiring a Sense of Initiative and overcoming a Sense of Guilt--A Realization of Purpose. About age four to five.

I can think of exciting and worthwhile things to do, and I do them, or I am afraid to try new things.
- IV. Acquiring a Sense of Industry and fending off a Sense of Inferiority--A Realization of Competence. About age six to 11.

I am a good worker, or I feel others can do things better than I can.
- V. Acquiring a Sense of Identity while overcoming a Sense of Identity Diffusion--A Realization of Fidelity. About age 12 to 20.

I know my place in life and feel it is right for me, or I wonder what the real me is like.
- VI. Acquiring a Sense of Intimacy and Solidarity and avoiding a Sense of Isolation--A Realization of Love. Early adulthood.

I have very close relations with other people, or I am very lonely.
- VII. Acquiring a Sense of Generativity and avoiding a Sense of Self-Absorption--A Realization of Care. Middle adulthood.

I care about others and feel useful, or I am very selfish.
- VIII. Acquiring a Sense of Integrity and avoiding a Sense of Despair--A Realization of Wisdom. Later adulthood.

I am fulfilled and satisfied with my life, or I am afraid to die.

References

- Maier, Henry W. Three Theories of Child Development. New York: Harper & Row, 1969.
- McCall, John. Growing Up. New York: Paulist Press, 1972.